

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Creek Bridge Middle

District: Marion District 7

Principal: Burnie Bell

Superintendent: Everette Dean

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

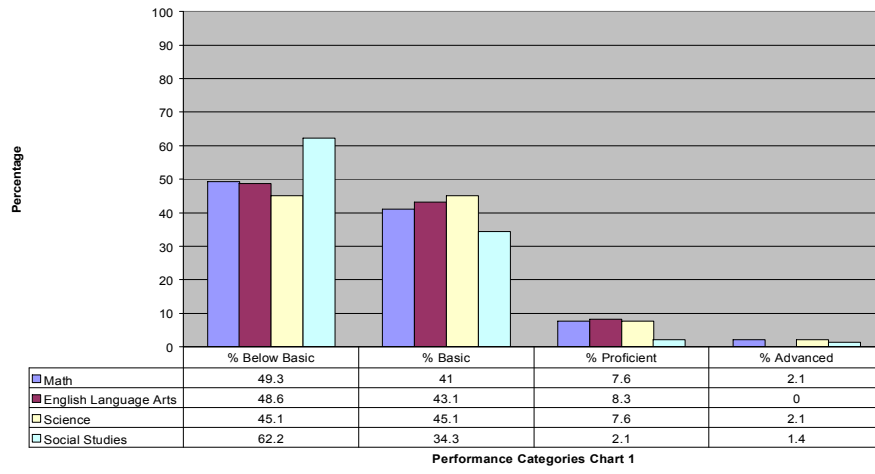
Rationale

Creek Bridge Middle School, located in Marion School District Seven, serves about 200 students with a faculty of eleven teachers. Creek Bridge Middle School and Creek Bridge High School are located on the same campus with the same principal and assistant principal. The two schools are located on different wings of the school facility. The school is situated on SC Highway 41 just off the busy US 501 Highway that leads to Myrtle Beach. Creek Bridge Middle School reflects the community that it serves. Marion School District Seven has the highest poverty index in South Carolina. Creek Bridge Middle School represents a population of 94% African-American, 4% Caucasians, 1.5% Hispanics, and .5% Pacific-Islanders. Creek Bridge Middle School is identified as a 2008 Expected Progress School. In gathering information for this process, many forms of data were analyzed. The first item examined was the Summary of Demographic Information from the 2007 School Report Card. This gave information on the school profile, population diversity, and lunch qualifications. Next, three years of test data were analyzed.

Inspection of the demographic information from the 2007 School Report Card served as a starting point for creating the goals addressed in our 2008-2009 Focused School Renewal Plan. The School Profile gives vital information about the students and teachers of the school. The percentage of students enrolled in high school credit courses was 11% which was down from 20.1%. The retention rate of our school was 8.6% which was up from 7.3%. The attendance rate of our school was 94% which was down from 95%. The percentage of students eligible for gifted and talented was 7.3% which was down from 8.4%. The annual dropout rate was 0% which was down from 0.6%. Analyzing data collected about our teachers was also important to our process. The percentage of teachers with advanced degrees was 71% which was up from 65.5%. The percentage of continuing contract teachers was 64.5%. The percentage of teachers with emergency or provisional certificates was 16% which was down from 17.4%. The percentage of teachers returning from the previous year was 80%. The teacher attendance rate was 93.9% which was down from 95.7%. The days provided for teacher professional development days went up from 9.8 to 15.8. The principal's years at the school went up to 30 from 29. The student-teacher ratio in core subjects went down from 36.7:1 to 19.5:1. The prime instructional time went down from 87.1% to 85.2%. The "opportunities in the arts" was rated as good. The parents attending conferences went down from 99% to 50.2%. Creek Bridge Middle School is accredited by the Southern Association of Colleges and Schools (SACS). The character development program was rated as good. Of the school population of 440 students in grades 6-12, 82% are on free and reduced lunch.

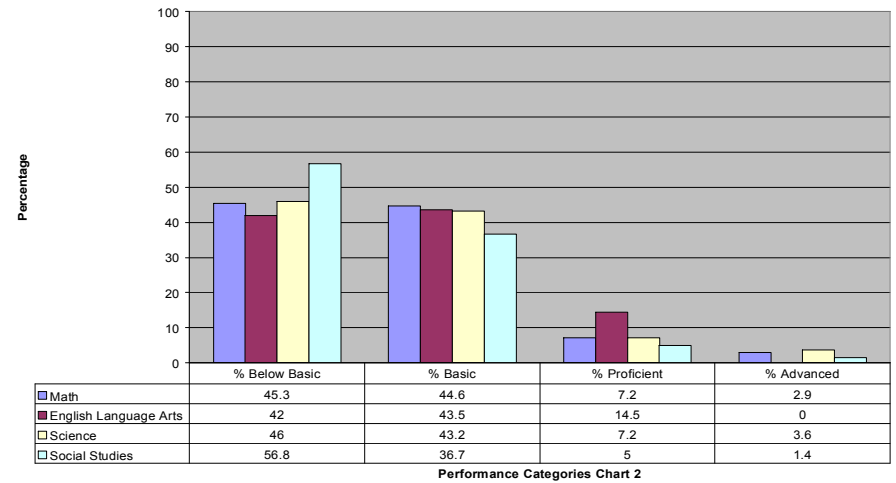
When analyzing three years of PACT data, areas of concern immediately become apparent to the observer. As illustrated in Charts 1, 2, and 3, in general, the percentage of "below basic" increases every year in each of the subject areas tested with some fluctuation. The percentage of students in the "proficient" category hasn't been above 15% in the 3 year span, and the percentage of students in the "advanced" category hasn't been above 4%.

2004-2005 PACT Scores



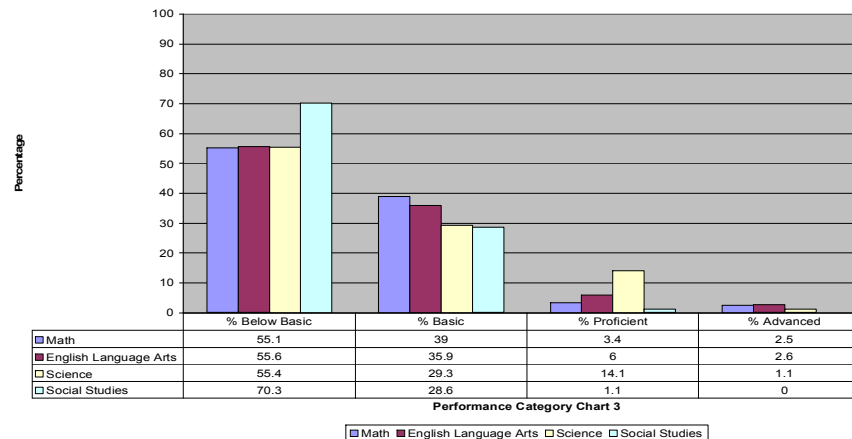
Math English Language Arts Science Social Studies

2005-2006 PACT Scores



Math English Language Arts Science Social Studies

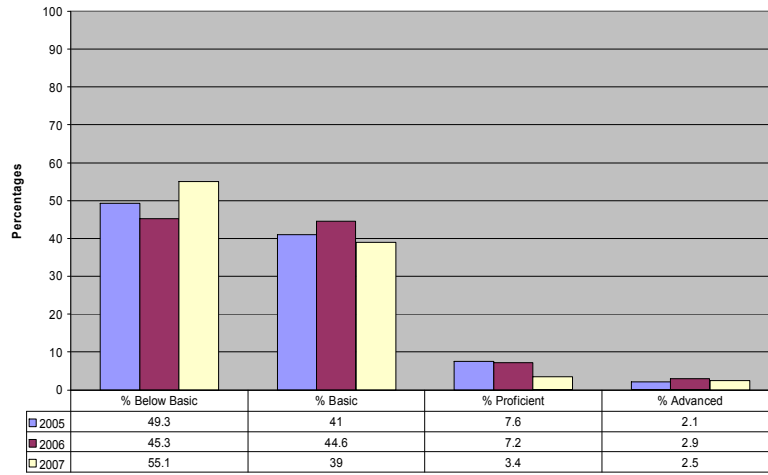
2006-2007 PACT Scores



Math English Language Arts Science Social Studies

The data is more revealing when examining individual subject areas as illustrated by Charts 4, 5, 6, and 7. In 2006, there was a decrease in the percentage of students in the "below basic" category in math, ELA, and social studies. However, all of the percentages of students in the "below basic" category in math, ELA, and science hover around 50%. The percentage of students in the "below basic" category in social studies was 62.2, 56.8, and 70.3 in the years 2005-2007 respectively as seen in Chart 7. These results indicate that improvements must be made in each content area.

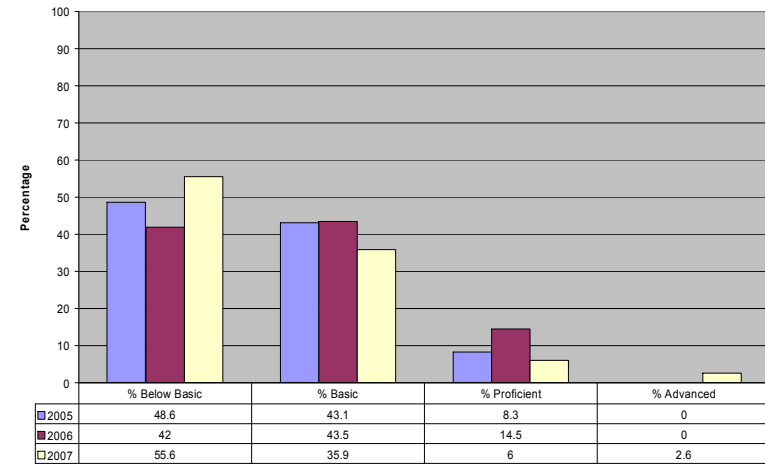
Mathematics PACT Scores 2005-2007



Performance Categories Chart 4

2005 2006 2007

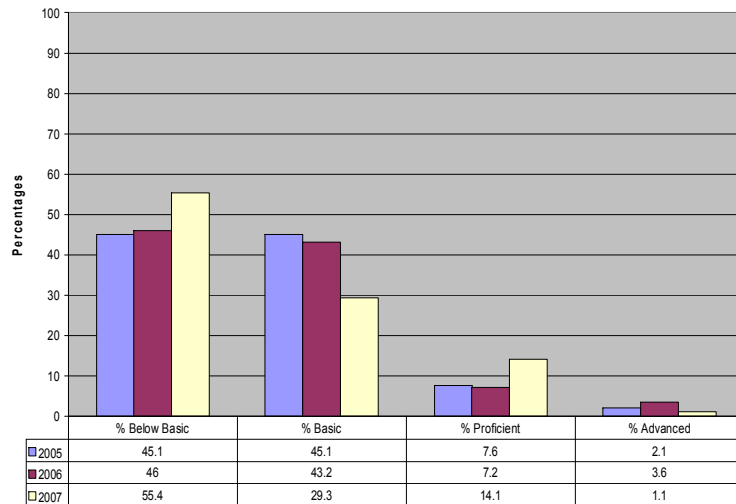
English Language Arts PACT Scores 2005-2007



Performance Categories Chart 5

2005 2006 2007

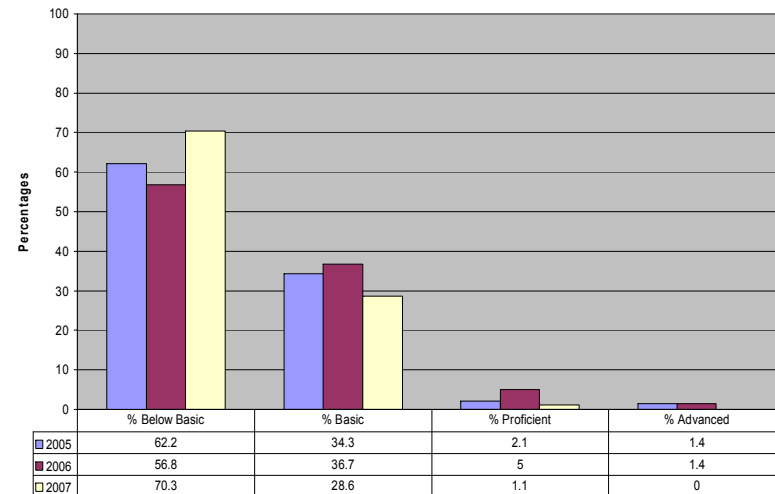
Science PACT Scores 2005-2007



Performance Categories Chart 6

2005 2006 2007

Social Studies PACT Scores 2005-2007



Performance Categories Chart 7

2005 2006 2007

The FSRP was developed by all stakeholders including the teachers, school leadership team, and district office staff. The Creek Bridge Middle School Focused School Renewal Plan is designed to outline a process for attaining expected progress. According to the Absolute Rating Calculator, Creek Bridge Middle School dropped from the 2006 Absolute Index of 2.4 to 2.2 in

2007. Creek Bridge Middle School needed to increase .5 in order to meet the Absolute Index needed for 2008. The student achievement goals reflect the need for improvement in the content areas.

By focusing on the specific goals in the FSRP, measurable gains can be achieved. Student achievement goals 1, 2, 3, and 4 will enable the school to meet expected progress by increasing student achievement in the areas of math, ELA, science and social studies. The principal's instructional leadership goals were chosen to address student incentives, instructional collaboration, and monitoring of the instructional program because a strong focus on those 3 areas will facilitate successful implementation of the 2008-2009 Focused School Renewal Plan. The district's instructional leadership goals in the areas of professional development and instructional leadership were chosen because focus on those areas will be important in facilitating the successful implementation of the Focused School Renewal Plan.

Creek Bridge Middle School met all of its goals and strategies for the 2007-2008 FSRP. In order to meet expected progress for 2008-2009, Creek Bridge Middle School will need to increase .3 of a point or improve the absolute rating at least one level. To increase the school's absolute rating by a net gain of .3, at least 30% net gain of the student testing population must move up one performance level. This is very challenging because the school dropped from a 2.5 to 2.2 in the school year 2006-2007.

School Timeline

July 2008

- Making Middle Grades Work Conference (Nashville, TN)
- Develop Benchmark Tests for Social Studies
- Create Professional Development Calendar

August 2008

- 8/4/08-8/8/08 Review Pacing and Curriculum Guides for all core subject areas
- 8/4/08-8/8/08 Professional Development Training for Disaggregation and Utilization of 2008 PACT data
- 8/11/08 Faculty Meeting; Collaborative Data Teams will utilize PACT data to inform instruction
- 8/14/08 Collaborative Department Meetings
- 8/15/08 Collaborative Grade Level Meetings
- 8/18/08 Faculty Meeting
- 8/19/08 Collaborative Department Meeting
- 8/22/08 Monthly Accountability Meeting (District Office Staff)
- 8/25/08 Power Strategy: Making the most of the 15 Minute Reading Time and instructional strategies for including Reading across the Curriculum
- 8/28/08 Collaborative Grade Level Meetings
- 8/29/08 Create Compass Learning Groups/ Create small group instruction lists

September 2008

- 9/4/08 Monthly Accountability Meeting (District Office Staff)
- 9/8/08 Faculty Meeting; MAP Testing (Schedule, Cut Scores, Dynamic Reporting, Goal Setting with Students, MAP Correlation Exercise); "Working with Special Education Students in the regular classroom" presented by district Special Services Coordinator
- 9/8/08 Collaborative Data Teams will prepare MAP spreadsheets
- 9/9/08-9/18/08 Fall 2008 MAP Testing Window
- 9/15/08 Faculty Meeting: Introduction to Professional Learning Communities; Review of MAP DATA in grade level teams and planning for interventions
- 9/22/08 Faculty Meeting: Kathy Moss from the SDE will present about MMGW
- 9/22/08 Administer Pre-Test in Social Studies
- 9/23/08 Collaborative Data Teams: Review final MAP data and plan for interventions
- 9/24/08 Power Strategy: Collegiality to Support Student Achievement; The Power of the Moment by Nancy Etman
- 9/26/08 Monitor Compass Learning Groups and Small group instruction progress
- 9/29/08 Collaborative Department Meetings: School-wide grading policy/ re-do policy; Power of "I"
- 9/30/08 Collaborative Grade Level Teams: Review MAP data and monitor interventions

October 2008

- 10/3/08 Monthly Accountability Meeting (District Office Staff)
- 10/6/08 Faculty Meeting; Power Strategy: Interactive Notebooking
- 10/13/08 Collaborative Data team meeting
- 10/14/08 Collaborative Grade level meeting
- 10/20/08 Collaborative Department meetings: Math/Science Workshop on using the motion detector
- 10/24/08 Monitor Compass Learning Groups and Small group instruction progress
- 10/29/08 Power strategy: Positive Discipline
 - Administer Benchmark Test I in Social Studies and Science

November 2008

- 11/3/08 Faculty meeting; Unpacking the Standards presentation by department; Presentation on grading
- 11/10/08 Monthly Accountability Meeting (District Office Staff); Collaborative Grade Level Meetings
- 11/17/08 Faculty meeting; Work in departments to develop/identify "power standards" for each grade/course
- 11/18/08 Collaborative Data team meetings
- 11/21/08 Monitor Compass Learning Groups and Small group instruction progress
- 11/24/08 Collaborative Grade level meetings

December 2008

- 12/1/08 Faculty meeting; Focus Teams – MMGW
- 12/5/08 Collaborative Data team meetings
- 12/15/08 Faculty meeting
- 12/16/08 Collaborative Grade level meeting
- 12/17/08 Monitor Compass Learning Groups and Small group instruction progress
 - Administer Benchmark Test II in Social Studies and Science

January 2009

- 1/5/09 Faculty Meeting; Understanding the School Report Card; Review 2008 Report Card
- 1/9/09 Monthly Accountability Meeting (District Office Staff); Collaborative Grade Level Meetings
- 1/12/09 (Early Dismissal) Power Strategy: Graphic Organizers to Enhance Short Answer and Extended Responses
- 1/13/09 (Staff Development Day) Reading in the Content Area Strategies presented by department
- 1/20/09 Collaborative Data team meetings
- 1/23/09 Monitor Compass Learning Groups and Small group instruction progress
- 1/26/09 Collaborative Data team meetings
- 1/27/09 Collaborative Grade level meetings
- 1/28/09 Introduction to Professional Learning Communities

February 2009

- 2/2/09 Faculty meeting: Presentation of role of speech pathologist in the school setting

- 2/3/09 Collaborative Grade level meetings
- 2/6/09 Monthly Accountability Meeting (District Office Staff); Collaborative Grade level meetings
- 2/9/09 Collaborative Data team meetings
- 2/16/09 Faculty meeting: New State Assessment Overview
- 2/17/09 Collaborative Grade level meeting
- 2/20/09 Monitor Compass Learning Groups and Small group instruction progress
- 2/23/09 Collaborative Data team meetings
- 2/25/09 (Early Dismissal) MAP Testing (Schedule, Cut Sores, Dynamic Reporting, Goal Setting with Students)
- Administer Benchmark III in Social Studies and Science

March 2009

- 3/2/09 Faculty meeting; Focus Teams MMGW
- 3/3/09 Collaborative Grade level meetings
- 3/3/09 – 3/19/09 Spring 2009 MAP testing window
- 3/6/09 Monthly Accountability Meeting (District Office Staff)
- 3/9/09 Collaborative Department meetings
- 3/16/09 Faculty meeting; MAP Data Analysis and plan for interventions by department
- 3/20/09 Monitor Compass Learning Groups and Small group instruction progress
- 3/23/09 Collaborative Grade level meeting
- 3/30/09 Collaborative Data Team Meeting

April 2009

- 4/3/09 Monthly Accountability Meeting (District Office Staff)
- 4/6/09 Faculty meeting; Power Strategy: Review Strategies for Standardized Tests
- 4/7/09 Collaborative Data team meetings
- 4/20/09 Focus Teams MMGW
- 4/24/09 Monitor Compass Learning Groups and Small group instruction progress
- 4/27/09 Faculty meeting
- Administer Benchmark IV (Post Test) in Social Studies and Science

May 2009

- 5/1/09 Monthly Accountability Meeting (District Office Staff)
- 5/4/09 Faculty meeting; Power Strategies: Discipline and Motivation
- 5/11/09 Collaborative Data team meetings
- 5/18/09 Faculty meeting; Prepare for 2009 MMGW Technical Assistance Visit
- 5/15/09 Monitor Compass Learning Groups and Small group instruction progress

June 2009

- 6/4/09 Monthly Accountability Meeting (District Office Staff)

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, 55% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in math to reach the next higher level.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will receive professional development on implementing the Key Practices of MMGW: High Expectations, Program of Study, Academic Studies, Career/Technical Studies, Work—based Learning, Teachers Working Together, Students Actively Engaged, Guidance, Extra Help, and Culture of Continuous Improvement.	Making Middle Grades Work Site Coordinator/ Denise Miles	July 2008	Implementation of the Making Middle Grades Work program will promote a stronger focus on a rigorous and challenging academic core curriculum for all students and on the teaching and learning conditions that support continuous improvement in student achievement. <ul style="list-style-type: none"> • A plan for implementation will be developed based on orientation session held at the Business and Education Expo held in Greenville, SC in June 2008 (Documentation: Melonie Gordon and Denise Miles). • A staff development plan outlining Professional Development opportunities to be held will be developed and implemented. This plan will be developed prior to the opening of school and given to teachers on August 18, 2008. (Documentation: Melonie Gordon and Denise Miles).
Math teachers will participate in professional development with increased focus on the content areas of algebra; number and operations; measurement; and geometry.	Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles and	August 2008	Focusing on the content areas of algebra; number and operations; measurement; and geometry, will increase the overall math achievement of students. <ul style="list-style-type: none"> • Lesson plans reflecting standards, assessments, and continuity checked weekly by the School Leadership Team to look for powerful, engaging lessons that focus on the targeted content areas. Lesson plans will be checked weekly by

	Melonie Gordon		Melonie Gordon (Documentation by: Melonie Gordon). <ul style="list-style-type: none"> Assessments will be matched to South Carolina State Standards. Assessments will be checked bi-weekly by Melonie Gordon (Documentation by: Melonie Gordon).
Math teachers will participate in targeted professional development that supports implementation of <ul style="list-style-type: none"> small group instruction, differentiated instruction, professional learning communities, reciprocal teaching, using rubrics and varied assessment practices, using graphic organizers, read-alouds, teacher modeling, and close proximity. 	Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles and Melonie Gordon	August 2008	Professional development that enhances the delivery method of instruction to promote powerful teaching and learning will be implemented. Professional Development for the faculty and staff is ongoing and will occur at least monthly as outlined in the School Timeline and Staff Development Calendar (Documentation: Melonie Gordon and Denise Miles). <ul style="list-style-type: none"> A staff development calendar will be developed that features the instructional best practices listed in this strategy. This staff development calendar will be developed prior to the opening of school. It will be given to the faculty and staff members by August 18, 2008. Melonie Gordon and Denise Miles will ensure, with signatures, that all faculty and staff members receive the staff development calendar by August 18, 2008 (Documentation: Melonie Gordon and Denise Miles). Members of the leadership team will observe teachers for the employment of effective teaching strategies featured in the professional development calendar which will be reflected in the School Leadership Team monthly meeting minutes. (Documentation: Melonie Gordon)
Teachers will continue to use the Anderson 5 curriculum for mathematics to support instruction.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	Implementation of the Anderson 5 curriculum will help teachers provide instruction students need to increase their academic achievement. <ul style="list-style-type: none"> Lesson plans will be reviewed weekly to determine if strategies from Anderson 5 curriculum are being incorporated into lessons. Lesson plans will be checked weekly by Melonie Gordon and Denise Miles (Documentation: Melonie Gordon and Denise Miles). Weekly classroom observations will help determine if strategies from Anderson 5 curriculum are being incorporated into lessons (Documentation: Melonie Gordon).

			<ul style="list-style-type: none"> Assistance will be provided by the intervention team for teachers who have problems incorporating the curriculum (Documentation: Melonie Gordon and Denise Miles).
Students will be enrolled into Compass Learning Odyssey based on RIT bands to complete the Compass Learning math curriculum.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Utilizing RIT bands, the Compass Learning Odyssey program will allow students to be instructed at their current instructional level.</p> <ul style="list-style-type: none"> Compass reports indicating student progress will be reviewed monthly (Documentation: Melonie Gordon and Denise Miles). Lesson plans will be reviewed weekly noting use of the program (Documentation: Melonie Gordon and Denise Miles). MAP scores indicating student RIT bands will be given to teachers and used for planning enrollment in Compass Learning activities (Documentation: Melonie Gordon and Denise Miles).
Collaborative team meetings will be held at least twice a month so that math teachers can participate in vertical articulation and plan and develop common assessments. In addition, the curriculum and pacing guides will be reviewed. A common Grading policy will be reviewed and updated.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Collaboration is essential in raising student achievement; teachers need to communicate with one another to know what students have learned and how to proceed with instruction. Collaboration also ensures consistency and continuity among grade levels and courses.</p> <ul style="list-style-type: none"> Quarterly Common Assessment items will be developed for courses (Documentation: Melonie Gordon and Denise Miles). A Common Grading Policy will be developed for the Middle School core content areas (Documentation: Burnie Bell and Roger Bryan). Minutes will be analyzed from collaborative meetings to determine the level of discussion (Documentation: Melonie Gordon and Denise Miles).
Students will be pulled out for small group direct instruction on algebra, number and operations, geometry, and measurement.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Small group direct instruction provides students with instruction designed to target individual weaknesses.</p> <ul style="list-style-type: none"> Weekly Small-Group Intervention Reports will give monthly updates on student progress and what future interventions will be needed to obtain student achievement (Documentation: Melonie Gordon). Tutoring and group schedules will be used to plan activities for all students that need extra

			help weekly after MAP Fall testing (documentation: Melonie Gordon and Denise Miles).
The collaborative data teams will meet at least twice a month to analyze data, observe trends, and implement changes based on data and trends.	Principal/ Burnie Bell, Assistant Principal/ Roger Bryan, Intervention Team /Melonie Gordon, Denise Miles	August 2008	<p>Data-driven decision making is imperative when planning interventions that will be successful and meet the needs of the students. Data analyzed will come in the form of MAP, PACT, classroom assessment, attendance reports, discipline reports, and other standardized testing.</p> <ul style="list-style-type: none"> • Data Reports reflecting analysis of data and implementation of changes based on data and trends checked monthly by the School Leadership Team (Documentation: Melonie Gordon and Denise Miles). • Data will be analyzed monthly by the School Leadership team to make any (needed) corrective actions necessary to promote student achievement (Documentation: Melonie Gordon and Denise Miles).
Teachers will conduct goal setting sessions with students regarding MAP data.	Principal/ Burnie Bell, Assistant Principal/ Roger Bryan, Intervention Team/Melonie Gordon, Denise Miles	August 2008	<p>MAP testing is an informative instructional tool that indicates the current instructional level of students. Students must be encouraged to set achievable goals to increase these scores in order to raise their level of achievement.</p> <ul style="list-style-type: none"> • MAP Goal Sheets will be completed and monitored for student progress by teachers for all students and checked quarterly by the School Leadership Team (Documentation: Melonie Gordon and Denise Miles). • Charts and graphs will be created to display current data in the halls to encourage students to increase their scores (Documentation: Melonie Gordon and Denise Miles).

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By increasing focus in the areas of word study/analysis and reading comprehension, 80% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in reading to reach the next higher level by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
Teachers will receive professional development on implementing the Key Practices of MMGW: High Expectations, Program of Study, Academic Studies, Career/Technical Studies, Work—based Learning, Teachers Working Together, Students Actively Engaged, Guidance, Extra Help, and Culture of Continuous Improvement.	Making Middle Grades Work Site Coordinator/ Denise Miles	July 2008	Implementation of the Making Middle Grades Work program will promote a stronger focus on a rigorous and challenging academic core curriculum for all students and on the teaching and learning conditions that support continuous improvement in student achievement. <ul style="list-style-type: none"> • A plan for implementation will be developed based on orientation session held at the Business and Education Expo held in Greenville, SC in June 2008(Documentation: Melonie Gordon and Denise Miles). • A staff development plan outlining Professional Development opportunities to be held will be developed and implemented. This staff development will be developed prior to the opening of school. I t will be given to the faculty and staff members by August 18, 2008. Melonie Gordon and Denise will ensure, with signatures, that all faculty and staff members receive the staff development calendar by August 18, 2008. Teachers new to the school after August 18, 2008, will receive the calendar upon their arrival at the school (Documentation: Melonie Gordon and Denise Miles).

<p>ELA teachers will participate in professional development with increased focus on the content areas of reading comprehension and word study/analysis.</p>	<p>Principal/ Burnie Bell, Intervention Team: Melonie Gordon and Denise Miles</p>	<p>August 2008</p>	<p>Focusing on the content areas of reading comprehension and word study/analysis will increase the overall ELA achievement of students.</p> <ul style="list-style-type: none"> • Lesson plans reflecting standards, assessments, and continuity checked weekly by the School Leadership Team (Documentation: Denise Miles). • Teacher Professional Development Implementation School Form checked quarterly by the School Leadership Team (Documentation: Melonie Gordon and Denise Miles).
<p>ELA teachers will participate in targeted professional development that supports implementation of:</p> <ul style="list-style-type: none"> • small group instruction, • differentiated instruction, • professional learning communities, • reciprocal teaching, • using rubrics and assessment practices, • using graphic organizers, • read-aloud and literature circles, • teacher modeling, • writing connected to reading, and • close proximity. 	<p>Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles and Melonie Gordon</p>	<p>August 2008</p>	<p>Professional development that enhances the delivery method of instruction to promote powerful teaching and learning will be implemented.</p> <ul style="list-style-type: none"> • A staff development calendar will be developed that features the instructional best practices listed in this strategy. (Documentation: Denise Miles). • Members of the leadership team will observe teachers for the employment of effective teaching strategies featured in the professional development calendar which will be reflected in the School Leadership Team monthly meeting minutes (Documentation: Melonie Gordon and Denise Miles).
<p>Teachers will continue to use the Anderson 5 curriculum for ELA to support instruction.</p>	<p>Intervention Team/ Melonie Gordon, Denise Miles</p>	<p>August 2008</p>	<p>Implementation of the Anderson 5 curriculum will help teachers provide instruction students need to increase their academic achievement.</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed weekly to determine if strategies from Anderson 5 curriculum are being incorporated into lessons (Documentation: Denise Miles). • Classroom weekly observations will help determine if strategies from Anderson 5 curriculum are being incorporated into lessons (Documentation: Melonie Gordon and Denise Miles). • Assistance will be provided by the intervention team for teachers who have problems

			incorporating the curriculum (Documentation: Melonie Gordon and Denise Miles).
Students will be enrolled in Compass Learning Odyssey based on RIT bands to complete the Compass Learning ELA curriculum.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	Utilizing RIT bands, the Compass Learning Odyssey program will allow students to be instructed at their current instructional level. <ul style="list-style-type: none"> • Compass reports indicating student progress will be reviewed monthly (Documentation: Melonie Gordon and Denise Miles). • Lesson plans will be reviewed weekly noting use of the program (Documentation: Melonie Gordon and Denise Miles). • MAP scores indicating student RIT bands will be given to teachers and used for planning enrollment in Compass Learning Activities (Documentation: Melonie Gordon and Denise Miles).
Increase focus on reading and writing across the curriculum; students will complete at least four writing assignments in each class each nine week period.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	Writing helps to solidify student understanding of content regardless of the subject. <ul style="list-style-type: none"> • Writing Samples along with the scoring rubric will be submitted each nine week period by each teacher in all disciplines to be checked by the School Leadership Team (Documentation: Denise Miles). • Information on writing prompts and scoring will be given to all teachers, by Denise Miles and Melonie Gordon, and emphasis will be placed on making certain non-ELA teachers are comfortable with the writing assignments. (Documentation: Denise Miles).
Collaborative team meetings will be held at least twice a month so that ELA teachers meet for vertical articulation, planning, and development of common assessments. In addition, the curriculum and pacing guides will be reviewed. A common grading policy will be developed.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	Collaboration is essential in raising student achievement; teachers need to communicate with one another to know what students have learned and how to proceed with instruction. Collaboration also ensures consistency and continuity among grade levels and courses. <ul style="list-style-type: none"> • Quarterly Common Assessment items will be developed for courses (Documentation: Denise Miles). • A Common Grading Policy will be developed for the Middle School core content areas. (Documentation: Burnie Bell and Roger Bryan). • Minutes will be analyzed from collaborative

			meetings to determine the level of discussion (Documentation: Melonie Gordon and Denise Miles).
The media specialist will collaborate with teachers to increase student Lexile reading levels and support the middle school curriculum.	Media Specialist/ Mark Todd	August 2008	<p>The media specialist is integral in assisting in the integration of media center services into the classroom. The media specialist uses Lexile reading levels, student interest, and available resources to help teachers increase the Lexile reading levels of their students.</p> <ul style="list-style-type: none"> • Reading Counts Reports of student reading levels (Documentation; Denise Miles and Mark Todd). • Lesson plans indicating use of the library checked monthly by the School Leadership Team (Documentation: Denise Miles). • Student incentive plan for rewarding reading (Documentation: Denise Miles and Melonie Gordon). • Media Center scheduling calendar indicating working with middle school students (Documentation: Mark Todd).
Students will be pulled out for small-group direct instruction on reading comprehension and word study/analysis.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Small group direct instruction provides students with instruction designed to target individual weaknesses.</p> <ul style="list-style-type: none"> • Weekly Small-Group Intervention Reports will give updates on student progress and what future interventions will be needed to obtain student achievement (Documentation: Denise Miles). • Tutoring and group schedules will be used to plan activities for all students that need extra help. (Documentation: Denise Miles).
The collaborative data teams will meet at least twice a month to analyze data, observe trends, and implement changes based on data and trends.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Data-driven decision making is imperative when planning interventions that will be successful and meet the needs of the students. Data analyzed will come in the form of MAP, PACT, classroom assessment, attendance reports, discipline reports, and other standardized testing (Documentation: Denise Miles and Melonie Gordon).</p> <ul style="list-style-type: none"> • Data Reports reflecting analysis of data and implementation of changes based on data and trends checked monthly by the School Leadership Team (Documentation: Denise Miles and Melonie Gordon).

			<p>Miles).</p> <ul style="list-style-type: none"> • Data will be analyzed monthly by the School Leadership team to make any needed corrective actions necessary to promote student achievement (Documentation by: Denise Miles and Melonie Gordon).
<p>Teachers will conduct goal setting sessions with students regarding MAP data.</p>	<p>Principal/ Burnie Bell Assistant Principal/ Roger Bryan</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • MAP testing is an informative instructional tool that indicates the current instructional level of students. Students must be encouraged to set achievable goals to increase these scores in order to raise their level of achievement (Documentation: Denise Miles). • MAP Goal Sheets will be completed and monitored for progress by teachers for all students and checked quarterly by the School Leadership Team (Documentation: Denise Miles). • Charts and graphs will be created to display current data in the halls to encourage students to increase their scores (Documentation by Denise Miles and Melonie Gordon).

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 science unit-based benchmark tests.

Note: Science unit-based benchmark tests will be taken from McDougal Littell Science "Standards Manager and Test Preparation" booklet along with the test generator. The McDougal Littell products are criterion-referenced, i.e. the questions are aligned individually and uniquely to the South Carolina Academic Standards.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will receive professional development on implementing the Key Practices of MMGW: High Expectations, Program of Study, Academic Studies, Career/Technical Studies, Work—based Learning, Teachers Working Together, Students Actively Engaged, Guidance, Extra Help, and Culture of Continuous Improvement.	Making Middle Grades Work Site Coordinator/ Denise Miles	July 2008	<p>Implementation of the Making Middle Grades Work program will promote a stronger focus on a rigorous and challenging academic core curriculum for all students and on the teaching and learning conditions that support continuous improvement in student achievement.</p> <ul style="list-style-type: none"> • A plan for implementation will be developed based on orientation session held at the Business and Education Expo held in Greenville, SC in June 2008 (Documentation: Denise Miles and Melonie Gordon). • A staff development plan outlining Professional Development opportunities to be held will be developed and implemented (Documentation: Denise Miles and Melonie Gordon).
To provide formative feedback, benchmark tests will be administered at the end of each nine weeks.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Benchmark tests are the only tools that we have available to provide intermittent data regarding student achievement other than teacher assessment. Using benchmark tests that are aligned will South Carolina standards will help teachers gauge student success.</p> <ul style="list-style-type: none"> • Copies of Benchmark Tests/ Answer Keys will serve as evidence of implementation of this strategy (Documentation: Denise Miles and Melonie Gordon).

			<ul style="list-style-type: none"> • Copies of Test Results Analysis will be used to plan future interventions. (Documentation: Denise Miles and Melonie Gordon). • Copies of Disaggregation of data based on Benchmark results (Documentation: Denise Miles and Melonie Gordon). • Standards-based Benchmark Test Reports reflecting discussion of results with teachers and School Leadership Team (Documentation: Denise Miles and Melonie Gordon).
Teachers will participate in professional development opportunities designed to create standards-based assessments in science.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Being able to create and recognize standards-based assessment items is critical to assessing students at the appropriate level to improve student achievement.</p> <ul style="list-style-type: none"> • Copies of standards-based assessments will serve as an indicator of implementation. (Documentation: Denise Miles and Melonie Gordon). • Observations and copies of minutes from the professional development sessions will be analyzed as evidence that teachers are designing standards-based, rigorous assessments (Documentation: Denise Miles and Melonie Gordon).
Teachers will participate in professional development opportunities designed to enhance vocabulary building and reading strategies in science.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Vocabulary is important to the reading and understanding of all subject areas. There are specific strategies that can be used to enhance vocabulary building and reading to make subject matter easier to understand.</p> <ul style="list-style-type: none"> • A professional development calendar will be developed that includes sessions on building vocabulary and reading in the content areas (Documentation: Denise Miles and Melonie Gordon). • Lesson plans will be reviewed weekly to look for implementation of strategies presented in professional development sessions (Documentation: Denise Miles and Melonie Gordon). • Observations will be held to look for implementation of strategies learned in professional development activities. (Documentation: Denise Miles and Melonie Gordon).

Science teachers will participate in professional development with increased focus on the content areas of inquiry, life science, earth science, and physical science.	Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles, Melonie Gordon	August 2008	Focusing on the content areas of inquiry, life science, earth science, and physical science will increase the overall science achievement of students (Documentation: Denise Miles and Melonie Gordon). <ul style="list-style-type: none"> • A professional development calendar will be developed that includes workshops emphasizing instruction in these areas (Documentation: Denise Miles and Melonie Gordon). • Lesson plans will be reviewed to look for the content areas and standards presented in professional development sessions. (Documentation: Denise Miles and Melonie Gordon). • Observations will be held to look for implementation of content area strategies learned in professional development activities (Documentation: Denise Miles and Melonie Gordon).
Science teachers will participate in targeted professional development that supports implementation of <ul style="list-style-type: none"> • small group instruction, • differentiated instruction, • professional learning communities, • reciprocal teaching, • using rubrics and assessment practices, • using graphic organizers, • read-alouds, • teacher modeling, and • close proximity. 	Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles, Melonie Gordon	August 2008	Professional development that enhances the delivery method of instruction to promote powerful teaching and learning will be implemented. <ul style="list-style-type: none"> • A staff development calendar will be developed that features the instructional best practices listed in this strategy (Documentation: Denise Miles and Melonie Gordon). • Members of the leadership team will observe teachers for the employment of effective teaching strategies featured in the professional development calendar which will be reflected in the School Leadership Team monthly meeting minutes. (Documentation: Denise Miles and Melonie Gordon).
Teachers will continue to use the Anderson 5 curriculum for science to support instruction.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	Implementation of the Anderson 5 curriculum will help teachers provide instruction students need to increase their academic achievement. <ul style="list-style-type: none"> • Lesson plans will be reviewed weekly to determine if strategies from Anderson 5 curriculum are being incorporated into lessons. (Documentation: Denise Miles and Melonie

			<p>Gordon).</p> <ul style="list-style-type: none"> • Weekly classroom observations will help determine if strategies from Anderson 5 curriculum are being incorporated into lessons (Documentation: Denise Miles and Melonie Gordon). • Assistance will be provided by the intervention team for teachers who have problems incorporating the curriculum (Documentation: Denise Miles and Melonie Gordon).
Collaborative team meetings will be held at least twice a month so that science teachers can participate in vertical articulation, plan, and develop common assessments. In addition, the curriculum and pacing guides will be reviewed and updated. A common Grading policy will be developed.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Collaboration is essential in raising student achievement; teachers need to communicate with one another to know what students have learned and how to proceed with instruction. Collaboration also ensures consistency and continuity among grade levels and courses.</p> <ul style="list-style-type: none"> • Quarterly Common Assessment items will be developed for courses (Documentation: Denise Miles and Melonie Gordon). • A Common Grading Policy will be developed for the Middle School core content areas (Documentation: Burnie Bell and Roger Bryan). • Minutes will be analyzed from collaboration meetings to determine the level of discussion (Documentation: Denise Miles and Melonie Gordon).
Students will be pulled out for small group direct instruction on inquiry, life science, earth science, and physical science.	Intervention Team/Melonie Gordon, Denise Miles	August 2008	<p>Small group direct instruction provides students with instruction designed to target individual weaknesses.</p> <ul style="list-style-type: none"> • Weekly Small-Group Intervention Reports will give updates on student progress and what future interventions will be needed to obtain student achievement. (Documentation: Denise Miles and Melonie Gordon). • Tutoring and group schedules will be used to plan activities for all students that need extra help. (Documentation: Denise Miles and Melonie Gordon).
The collaborative data teams will meet at least twice a month to analyze data, observe trends, and implement changes based on data and trends.	Principal/ Burnie Bell, Intervention Team/Melonie Gordon, Denise Miles	August 2008	<p>Data-driven decision making is imperative when planning interventions that will be successful and meet the needs of the students. Data analyzed will come in the form of MAP, PACT, classroom assessment, attendance reports, discipline reports, and other standardized testing (Documentation:</p>

			Denise Miles and Melonie Gordon). <ul style="list-style-type: none"> • Data Reports reflecting analysis of data and implementation of changes based on data and trends checked monthly by the School Leadership Team (Documentation: Denise Miles and Melonie Gordon). • Data will be analyzed monthly by the School Leadership Team to make any corrective actions to promote student achievement (Documentation: Denise Miles and Melonie Gordon).
Teachers will conduct goal setting sessions with students regarding MAP data.	Principal/ Burnie Bell, Intervention Team, /Melonie Gordon, Denise Miles	August 2008	MAP testing is an informative instructional tool that indicates the current instructional level of students. Students must be encouraged to set achievable goals to increase these scores in order to raise their level of achievement. <ul style="list-style-type: none"> • MAP Goal Sheets completed and monitored by teachers for student progress for all students checked by the School Leadership Team (Documentation: Denise Miles and Melonie Gordon). • Copies of Students' individual MAP Goal Sheets (Documentation: Denise Miles and Melonie Gordon).

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, 75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 social studies unit-based benchmark tests.

Note: For 6th grade, benchmark tests will be taken from the resource kit that accompanies the textbook series The World published by Scott Foresman. These test items are correlated to South Carolina Academic Standards. For 7th and 8th grade social studies unit-based benchmark tests will be taken from the Flanagan Tests for Higher Standards. The Flanagan products are criterion-referenced, i.e. the questions are aligned individually and uniquely to the South Carolina Academic Standards.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will receive professional development on implementing the Key Practices of MMGW: High Expectations, Program of Study, Academic Studies, Career/technical Studies, Work—based Learning, Teachers Working Together, Students Actively Engaged, Guidance, Extra Help, and Culture of Continuous Improvement.	Making Middle Grades Work Site Coordinator/ Denise Miles	July 2008	Implementation of the Making Middle Grades Work program will promote a stronger focus on a rigorous and challenging academic core curriculum for all students and on the teaching and learning conditions that support continuous improvement in student achievement. <ul style="list-style-type: none"> • A plan for implementation will be developed based on orientation session held at the Business and Education Expo held in Greenville, SC in June 2008. (Documentation: Denise Miles and Melonie Gordon). • A staff development plan outlining Professional Development opportunities to be held will be developed and implemented (Documentation: Denise Miles and Melonie Gordon).
To provide formative feedback, benchmark tests will be administered at the end of each nine weeks.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	Benchmark tests are the only tools that we have available to provide intermittent data regarding student achievement other than teacher assessment. Using benchmark tests that are aligned with South Carolina standards will help teachers gauge student success. <ul style="list-style-type: none"> • Copies of Benchmark Tests/ Answer Keys will serve as evidence of implementation of this

			<p>strategy (Documentation: Denise Miles and Melonie Gordon).</p> <ul style="list-style-type: none"> • Copies of Test Results Analysis will be used to plan future interventions (Documentation: Denise Miles and Melonie Gordon). • Copies of Disaggregation of data based on Benchmark results (Documentation: Denise Miles and Melonie Gordon). • Standards-based Benchmark Test Reports reflecting discussion of results with teachers and School Leadership Team (Documentation: Denise Miles and Melonie Gordon).
Teachers will participate in professional development opportunities designed to create standards-based assessments in social studies.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Being able to create and recognize standards-based assessment items is critical to assessing students at the appropriate level to improve student achievement.</p> <ul style="list-style-type: none"> • Copies of standards-based assessments will serve as an indicator of implementation (Documentation: Denise Miles and Melonie Gordon). • Copies of minutes from the professional development sessions will be analyzed as evidence that teachers are designing standards-based, rigorous assessments (Documentation: Denise Miles and Melonie Gordon).
Teachers will participate in professional development opportunities designed to enhance vocabulary building and reading strategies in social studies.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Vocabulary is important to the reading and understanding of all subject areas. There are specific strategies that can be used to enhance vocabulary building and reading to make subject matter easier to understand.</p> <ul style="list-style-type: none"> • A professional development calendar will be developed which includes sessions on vocabulary building and reading in the content areas (Documentation: Denise Miles and Melonie Gordon). • Weekly lesson plans will be reviewed to look for the content areas and standards presented in professional development sessions (Documentation: Denise Miles and Melonie Gordon). • Weekly observations followed with immediate will be held to look for implementation of

			content area strategies learned in professional development activities (Documentation: Denise Miles and Melonie Gordon).
Collaborative team meetings will be held at least twice a month so that social studies teachers can participate in vertical articulation, plan, and develop common assessments. In addition, the curriculum and pacing guides will be reviewed and updated. A common Grading policy will be developed.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	Collaboration is essential in raising student achievement; teachers need to communicate with one another to know what students have learned and how to proceed with instruction. Collaboration also ensures consistency and continuity among grade levels and courses. <ul style="list-style-type: none"> • Quarterly Common Assessment items will be developed for courses (Documentation: Denise Miles and Melonie Gordon). • A Common Grading Policy will be developed for the Middle School core content areas (Burnie Bell and Roger Bryan). • Minutes will be analyzed from collaboration meetings to determine the level of discussion (Documentation: Denise Miles and Melonie Gordon).
Social studies teachers will participate in professional development with increased focus on the content areas of economics; geography; government and political science; and history.	Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles, Melonie Gordon	August 2008	Focusing on the content areas of economics; geography; government and political science; and history will increase the overall social studies achievement of students. <ul style="list-style-type: none"> • Lesson plans reflecting standards, assessments, and continuity checked weekly by the School Leadership Team (Documentation: Denise Miles and Melonie Gordon). • Teacher Professional Development Implementation School Form checked quarterly by the School Leadership Team (Documentation: Denise Miles and Melonie Gordon). • Assessments will be matched to South Carolina State Standards (Documentation: Denise Miles and Melonie Gordon).
Social studies teachers will participate in targeted professional development that supports implementation of <ul style="list-style-type: none"> • small group instruction, • differentiated instruction, • professional learning communities, 	Principal/ Burnie Bell, Asst. Principal/Roger Bryan, Intervention Team/ Denise Miles and	August 2008	Professional development that enhances the delivery method of instruction to promote powerful teaching and learning will be implemented (Documentation: Denise Miles and Melonie Gordon). <ul style="list-style-type: none"> • A staff development calendar will be developed that features the instructional best practices listed in this strategy (Documentation: Denise Miles and Melonie Gordon).

<ul style="list-style-type: none"> • reciprocal teaching, • using rubrics and assessment practices, • using graphic organizers, • read-alouds, • teacher modeling, and • close proximity. 	Melonie Gordon		<ul style="list-style-type: none"> • Members of the leadership team will observe teachers for the employment of effective teaching strategies featured in the professional development calendar which will be reflected in the School Leadership Team monthly meetings (Documentation: Denise Miles and Melonie Gordon).
Teachers will continue to use the Anderson 5 curriculum for social studies to support instruction.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Implementation of the Anderson 5 curriculum will help teachers provide instruction students need to increase their academic achievement.</p> <ul style="list-style-type: none"> • Weekly lesson plans will be reviewed to determine if strategies from Anderson 5 curriculum are being incorporated into lessons (Documentation: Denise Miles and Melonie Gordon). • Weekly classroom observations will help determine if strategies from Anderson 5 curriculum are being incorporated into lessons (Documentation: Denise Miles and Melonie Gordon). • Assistance will be provided and documented for improvement by the intervention team for teachers who have problems incorporating the curriculum (Documentation: Denise Miles and Melonie Gordon).
Students will be pulled out for small group direct instruction in economics; geography; government and politics; and history.	Intervention Team/ Melonie Gordon, Denise Miles	August 2008	<p>Small group direct instruction provides students with instruction designed to target individual weaknesses.</p> <ul style="list-style-type: none"> • Weekly Small-Group Intervention Reports will give updates on student progress and what future interventions will be needed to obtain student achievement (Documentation: Denise Miles and Melonie Gordon). • Tutoring and group schedules will be used to plan activities for all students that need extra help (Documentation: Denise Miles and Melonie Gordon).
The collaborative data teams will meet at least twice a month to analyze data, observe trends, and implement changes based on data and trends.	Principal/ Burnie Bell, Intervention Team/ Melonie Gordon, Denise Miles	August 2008	Data-driven decision making is imperative when planning interventions that will be successful and meet the needs of the students. Data analyzed will come in the form of MAP, PACT, classroom assessment, attendance reports, discipline reports, and other standardized testing (Documentation:

			<p>Denise Miles and Melonie Gordon).</p> <ul style="list-style-type: none"> • Data Reports reflecting analysis of data and implementation of changes based on data and trends checked monthly by the School Leadership Team which will be reflected in the School Leadership Team monthly meeting minutes (Documentation: Denise Miles and Melonie Gordon). • Data will be analyzed monthly by the School Leadership Team to make any corrective actions to promote student achievement (Documentation: Denise Miles and Melonie Gordon).
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal’s Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will promote the implementation of an effective school-wide culture of high expectations and success that focuses on student achievement, as measured by successful attainment of the following student achievement goals:

- **55% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in math to reach the next higher level;**
- **by increasing focus in the areas of word study/analysis and reading comprehension, 80% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in reading to reach the next higher level;**
- **75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 science unit-based benchmark tests ; and**
- **75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 social studies unit-based benchmark tests.**

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer Student Surveys to determine what motivates students.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	To encourage students, it is important to know what motivates them. <ul style="list-style-type: none"> • A student survey will be administered to determine what intrinsic and extrinsic motivation can be used to increase student achievement (Documentation: Melonie Gordon and Denise Miles). • Compiled results from survey will be used to create a list of strategies that can be used to motivate students (Documentation: Melonie Gordon and Denise Miles). • A schedule will be created to systematically reward student accomplishment (Documentation: Melonie Gordon and Denise Miles).

Conduct academic pep rallies to inform and encourage academic achievement.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>To keep students up to date of information that relates to them at their grade/developmental level, pep rallies will be conducted.</p> <ul style="list-style-type: none"> • Monthly attendance records will be monitored and shared with students (Documentation: Burnie Bell and Roger Bryan). • Agendas from Academic Pep Rallies will be kept. (Documentation: Melonie Gordon and Denise Miles).
Conduct individual conferences and home visits with at-risk students and their parents in order to establish collegial relationships with families to promote student success.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>A positive home-school relationship is important in fostering academic achievement. The administration will develop professional relationships with students labeled as "at-risk" to keep them in school and promote academic achievement.</p> <ul style="list-style-type: none"> • Record of conferences will be maintained (Documentation: Burnie Bell and Roger Bryan). • Record of home-visits will be maintained (Documentation: Burnie Bell and Roger Bryan).
Create incentive committee comprised of teachers and students to develop a school-wide incentive program.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>The incentive committee will ensure students are rewarded systematically</p> <ul style="list-style-type: none"> • Committee membership list will be created with students and teachers (Documentation: Melonie Gordon and Denise Miles). • Committee Meetings Reports (Documentation: Melonie Gordon and Denise Miles). • Written incentive plan using data obtained from the survey will be created (Documentation: Melonie Gordon and Denise Miles).
Implement and monitor the school wide incentive program to reward students for showing academic achievement.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>Incentives will be given to students for academic achievement at least eight times by April 1, 2008. A log of all incentives given to students will be recorded. This documentation will be provided by Melonie Gordon and Denise Miles.</p>
Create post cards for teachers to send "Good News Cards" home to parents.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	<p>To foster positive communication to parents, teachers will send notes with good news to parents on a regular basis.</p> <ul style="list-style-type: none"> • Copies of parent contact log indicating when Good News Cards were sent home (Documentation: Melonie Gordon and Denise Miles).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will ensure successful implementation of effective collaborative teams that focus on analyzing standards; sharing instructional strategies; developing and analyzing assessments; and planning interventions as measured by successful attainment of the following student achievement goals:

- 55% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in math to reach the next higher level;
- by increasing focus in the areas of word study/analysis and reading comprehension, 80% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in reading to reach the next higher level;
- 75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 science unit-based benchmark tests ; and
- 75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 social studies unit-based benchmark tests.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Conduct Professional Development on collaborative teams and Professional Learning Communities.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	The characteristics of active collaborative teams and professional learning communities are important in facilitating meetings (Documentation; Burnie Bell and Roger Bryan). <ul style="list-style-type: none"> • Agendas from Staff Development will be maintained (Documentation: Melonie Gordon and Denise Miles). • Active professional learning community minutes will be maintained (Documentation: Melonie Gordon and Denise Miles).
Create meeting schedule for departments, grade, and middle school team meetings and monitor their progress.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	A meeting schedule is imperative to make certain each group has an appropriate time and location to meet. <ul style="list-style-type: none"> • Copy of meeting schedule will be maintained (Documentation: Melonie Gordon and Denise Miles).

Conduct weekly meetings to discuss curriculum, instruction, assessments, and to analyze data and develop strategies for improvement by department, grade, and middle school teams.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	Meetings Reports focusing on curriculum, instruction, and assessments, with strategies for improvement will be maintained (Documentation: Melonie Gordon and Denise Miles).
Meet monthly with each ELA, math, science, and social studies teacher to discuss classroom instructional progress toward increasing student achievement.	Burnie Bell Assistant Principal/ Roger Bryan	September 2008	Monthly each teacher will share with the principal and assistant principal a report indicating what they are doing to help students who have a failing or non productive report in the class. The principal, assistant principal, and teacher will seek additional support for struggling students as needed. Documentation will be reported from the teacher showing what is being done to help the struggling student (Documentation: Burnie Bell and Roger Bryan).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 3: To ensure the use of best instructional practices, by April 1, 2009, the principal will develop and implement an instructional support system for all teachers which includes model lessons, peer observations, administrative observations, and cognitive coaching sessions as measured by successful attainment of the following student achievement goals:

- 55% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in math to reach the next higher level;
- by increasing focus in the areas of word study/analysis and reading comprehension, 80% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in reading to reach the next higher level;
- 75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 science unit-based benchmark tests ; and
- 75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 social studies unit-based benchmark tests.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Ensure at least 20 classroom observations per week with timely feedback to the teacher.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	Observations must occur to ensure that professional development strategies have been implemented. Teachers must have timely feedback to implement needed changes. <ul style="list-style-type: none"> • Observation schedules will be created. (Documentation: Denise Miles and Melonie Gordon). • SLT Meetings Reports will be reviewed. (Documentation: Denise Miles and Melonie Gordon). • Observation feedback forms will reflect timely feedback. (Documentation: Denise Miles and Melonie Gordon). • Coaching forms with timely feedback will be maintained. (Documentation: Denise Miles and Melonie Gordon).

Conduct weekly meetings with SLT to discuss curriculum, instruction, assessments, and to analyze data and develop strategies for improvement.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	The School Leadership Team must analyze data to maintain constant awareness of what strategies are working and/or need to be adjusted.(Documentation: Melonie Gordon and Denise Miles). <ul style="list-style-type: none"> • Meeting Reports focusing on curriculum, instruction, assessments with strategies for improvement (Documentation: Melonie Gordon and Denise Miles).
Participate in monthly meetings with the superintendent, assistant superintendent, and district staff to analyze data and discuss progress toward meeting 2008-2009 FSRP goals.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	The School Leadership Team will meet monthly with district office staff in order to monitor strategies in place for improvement at the middle school. <ul style="list-style-type: none"> • Data notebooks will be maintained to keep evidence of the indicators required by the district staff (Documentation: Burnie Bell and Roger Bryan). • Feedback Reports/forms will be maintained (Documentation: Melonie Gordon and Denise Miles).
Provide leadership in developing professional development plan for the year and monitor implementation of the plan.	Principal/Burnie Bell, Assistant Principal/Roger Bryan	August 2008	A professional development calendar is essential to plan and organize the professional development that will be offered to teachers (Documentation: Burnie Bell and Roger Bryan). <ul style="list-style-type: none"> • Professional development calendar will be created (Documentation: Melonie Gordon and Denise Miles). • Lesson plans and observations will reflect implementation of professional development provided (Documentation: Melonie Gordon and Denise Miles). • Professional Development Implementation Form for school staff checked quarterly by school administrators (Documentation: Burnie Bell and Roger Bryan).
Conduct periodic reviews of data and use the results to drive instructional decisions.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	August 2008	Data must be reviewed often to drive instructional decisions. <ul style="list-style-type: none"> • District data forms will be monitored and completed (Documentation: Burnie Bell and Roger Bryan).

Implement and monitor professional literature learning circles to promote positive classroom experiences.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	September 2008	<p>Because time is often a factor, a literature circle will be implemented to designate part of the teachers' planning periods to staying fresh with reading devoted to positive classroom experiences.</p> <ul style="list-style-type: none"> • Reflection forms on the readings will be checked by the principal and assistant principal (Documentation: Burnie Bell and Roger Bryan). • Observations will note strategies implemented that were learned in the readings (Documentation by Burnie Bell and Roger Bryan).
Provide each teacher with time to model at least one lesson for their peers followed by professional dialoging about how they would use or modify the lessons for their classrooms with appropriate assessment items.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	September 2008	<p>Teachers will be able to see strategies in action by other teachers that they can use in their rooms.</p> <ul style="list-style-type: none"> • Peer observation forms will be maintained (Documentation: Melonie Gordon and Denise Miles). • Reflection form on how/what will be used will be maintained (Documentation: Melonie Gordon and Denise Miles).
Schedule peer observations to allow teachers opportunities to observe specific effective instructional classroom behaviors.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	September 2008	<p>A schedule will be developed and implemented to allow time for teachers to conduct peer observations.</p> <ul style="list-style-type: none"> • Peer observation forms (Documentation: Melonie Gordon and Denise Miles).
Provide cognitive coaching to aid teachers in reflecting on their instructional practice to inform future instruction.	Principal/ Burnie Bell Assistant Principal/ Roger Bryan	September 2008	<ul style="list-style-type: none"> • Coaching will be used to provide teachers questions to stimulate their reflection on lessons during pre and post observation conferences (Documentation: Melonie Gordon and Denise Miles). • Coaching forms will be maintained (Documentation: Melonie Gordon and Denise Miles).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 1: By April 1, 2009, the district will ensure successful implementation of effective instructional practices in math, science, English, and social studies as measured by successful attainment of the following student achievement goals:

- **55% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in math to reach the next higher level;**
- **by increasing focus in the areas of word study/analysis and reading comprehension, 80% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in reading to reach the next higher level;**
- **75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 science unit-based benchmark tests ; and**
- **75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 social studies unit-based benchmark tests.**

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Assist the principal in developing a professional development plan to include instructional strategies and resources for math, science, English, and social studies along with securing consultants as needed and funds for materials.	Assistant Superintendent/Deborah Barnhill	August 2008	The professional development plans will be monitored for implementation and feedback given to the principal in writing. Copies of purchase orders and materials will be maintained by the assistant superintendent. Feedback will be obtained and analyzed following professional development. <ul style="list-style-type: none"> • Written feedback will be maintained (Documentation by Dr. Deborah Barnhill) • Purchase orders and materials will be maintained (Documentation by Dr. Deborah Barnhill) • Feedback forms from professional development activities will be analyzed (Documentation by Dr. Deborah Barnhill)

Conduct classroom observations looking specifically for instructional strategies introduced through professional development.	Assistant Superintendent /Deborah Barnhill	September 2008 – March 2009	Classroom observations will be conducted to monitor the implemented strategies from professional development activities provided. <ul style="list-style-type: none"> Classroom observation forms will be collected and analyzed looking for patterns and to determine the extent to which the strategies are being utilized(Documentation by Dr. Deborah Barnhill).
Meet monthly with principal to share findings from observations and review of lesson plans to determine effectiveness of strategies.	Assistant Superintendent /Deborah Barnhill	Monthly beginning October 2008	Monthly meetings will be held with the School Leadership Team to monitor the strategies implemented for student success. <ul style="list-style-type: none"> Data notebook for monthly meetings will be maintained by the assistant superintendent along with lesson plan feedback (Documentation by Burnie Bell and Roger Bryan).
Provide feedback to teachers after observations; make recommendations as needed, and follow-up to see that recommendations are implemented.	Assistant Superintendent /Deborah Barnhill	September 2008 – March 2009	Timely feedback is essential to implement corrective interventions that promote student achievement. <ul style="list-style-type: none"> Observation forms, teacher recommendations, and letters to teachers to document implementation or lack thereof will be maintained by the assistant principal (Documentation by Burnie Bell and Roger Bryan).

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, the district will ensure successful implementation of effective collaborative teams that focus on analyzing standards; sharing instructional strategies; developing and analyzing assessments; and planning interventions as measured by successful attainment of the following student achievement goals:

- **55% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in math to reach the next higher level;**
- **by increasing focus in the areas of word study/analysis and reading comprehension, 80% of the students in grades 6-8 identified as having a Fall 2008 MAP RIT score within 5 points of the projected PACT score for the next achievement level will increase their Spring 2009 MAP RIT scores in reading to reach the next higher level;**
- **75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 science unit-based benchmark tests ; and**
- **75% of students in grades 6-8 will demonstrate an average mastery score of 80% or more on the 3 social studies unit-based benchmark tests.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development on collaborative teams and professional learning communities.	Assistant Superintendent /Deborah Barnhill	August 2008	Strategies of active collaborative teams and professional learning communities will help team meetings to be more effective and productive. <ul style="list-style-type: none"> • Sign-in sheets will be maintained (Documentation by Dr. Deborah Barnhill). • Agendas will be maintained (Documentation by Dr. Deborah Barnhill). • Team meetings will occur (Documentation by Dr. Deborah Barnhill). • Professional development plan will be developed with time devoted to collaborative teams and professional learning communities (Documentation by Dr. Deborah Barnhill).

Monitor the implementation of the collaborative teams and professional learning communities through observing team meetings, reviewing agendas and minutes of meetings, and conducting monthly monitoring sessions with the principals.	Assistant Superintendent /Deborah Barnhill	September 2008	Professional learning communities and collaborative teams will be monitored regularly to ensure effective implementation. <ul style="list-style-type: none"> • Agendas will be maintained (Documentation by Dr. Deborah Barnhill). • Sign-in sheets will be maintained (Documentation by Dr. Deborah Barnhill). • Data notebook will be maintained (Documentation by Dr. Deborah Barnhill). • Feedback form will be maintained (Documentation by Dr. Deborah Barnhill).
Ensure that a minimum of 2 assessments are analyzed each nine weeks by each team.	Assistant Superintendent /Deborah Barnhill	September 2008	Analyzing assessments for appropriate fit with standards is important in ensuring that assessment items measure the standards. <ul style="list-style-type: none"> • Agendas will be maintained (Documentation by Dr. Deborah Barnhill). • Sign-in sheets will be maintained (Documentation by Dr. Deborah Barnhill). • Data notebook will be maintained (Documentation by Dr. Deborah Barnhill). • Feedback form will be maintained (Documentation by Dr. Deborah Barnhill).

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Anderson 5 Curriculum is a standards-based curriculum created by Anderson School District 5 that is used as the base curriculum by core content area teachers.

Close Proximity is the practice of standing closely to students in order to maintain their attention and help them focus on the learning.

Compass Learning Odyssey a computerized learning program used to remediate students based on their RIT scores in math and reading.

Differentiated Instruction is the practice of recognizing students' varying background knowledge, readiness, language, preferences in learning, and interests and reacting responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Lexile Reading Level The Lexile Framework for Reading is a scientific approach to reading and text measurement. A very useful feature of Lexile measures is that they can be used to predict how well a reader will likely comprehend a text at a specific level. The Lexile levels can also be used to track a student's reading growth during the year.

Making Middle Grades Work (MMGW) is an effort-based school improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed.

MAP Goal Sheets refer to a written record of goals that students set for themselves to improve performance on future administrations of MAP.

MAP Goal-Setting Session refers to individual and small-group conferences between teachers and students in which students set realistic, measurable, and challenging goals for themselves in order to improve their performance on future administrations of MAP tests.

Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. MAP test results help educators make student-focused, data-driven decisions.

Pacing Guides are written schedules displaying the alignment of concepts, topics, and skills related to a particular curriculum to be addressed over a defined period of time.

Professional Learning Communities (PLC) are groups of collegial administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision-making.

Reciprocal Teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Re-do Policy/ "Power of I" refers to a school-wide system of having students re-do assignments in order to produce high-quality work and complete rigorous assignments. The "Power of I" is one such program that discourages teachers from giving students zeroes on assignments and encourages teachers to use terms such as "incomplete" or "not there yet" to promote student completion and success.

RIT Bands refer to the confidence band that surrounds RIT scores that indicate the students' instructional level.

Vertical Articulation refers to teachers in consecutive grade levels working and planning together in an effort to track student learning close learning and content gaps between successive school years.